

American Printing House for the Blind

INCORPORATED

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TO THE PARTICIPANTS IN THE STUDY OF NEEDS AND COSTS FOR INSTRUCTIONAL MATERIALS:

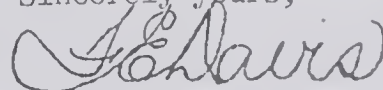
You who are engaged in the education of blind children will be interested in some results of the study of needs and costs of educational materials and services of the American Printing House. This is the study to which you contributed information and which was carried out by the American Printing House and the Department of Health, Education, and Welfare.

The complete and unabridged report is comprised of more than 220 typed pages. You will appreciate the problems involved in presenting an adequate summary and a fair representation of the results in the attached 40-page document. We trust that you will further understand the necessity of publishing only such an abridged report in view of the cost of duplication of the larger summarization. We believe that you can obtain from this presentation the essential information and trends that resulted from the study.

The attached report consists of three parts. There is first an introduction to the whole study and a brief general explanation and summary of Questionnaire I (which was sent to teachers). Secondly, there is an analysis of the responses to Questionnaire I. Thirdly, there is an analysis of responses to Questionnaire II, which was sent to administrators of educational facilities for visually handicapped children.

This report by no means represents a terminal point in Printing House study of production, distribution, cost, informational, and service problems. It is but one step in the continuous process of evaluating and revising efforts better to meet the needs of those who utilize Printing House services. Nor does the report in any sense terminate the necessity of your appraisal and counsel regarding our products and services.

Sincerely yours,



FINIS E. DAVIS
Superintendent

FED:c

ABRIDGED REPORT
OF
A SURVEY OF NEEDS AND COSTS FOR INSTRUCTIONAL MATERIALS

A JOINT PROJECT OF THE
AMERICAN PRINTING HOUSE FOR THE BLIND
AND THE
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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REPORT ON THE HEW-APH SURVEY

INTRODUCTION

Under the Act "to promote the education of the blind" the Printing House produces materials utilized by schools and classes in the education of visually handicapped children. The Congressional authorization for an appropriation for this purpose began in 1879, and amounted to \$10,000. Over the years the authorization has grown and the appropriation has followed the liberalized authorization in extent of the provision. In all of these years no formal study has been undertaken of the amount necessary or adequate on a per-pupil basis.

Population increases, the decreased mortality rate of infants, better procedures for locating and identifying visually handicapped children, and other factors, have operated to increase the number of visually handicapped children requiring educational provision. Increased specialization and preparation of professional personnel in special education have significantly changed educational patterns for visually handicapped children, creating increased demands for specialized materials. Changes in the structure of Federal administration of educational functions have led to increased attention to materials for promoting the education of the blind. For these reasons, it seemed timely and appropriate to undertake a study of the adequacy of the Federal Authorization and Appropriation to promote the education of the blind.

Purpose of the Survey

A representative of the Department of Health, Education, and Welfare, who has the concern of administering the Federal Appropriation, visited with Printing House personnel. In ensuing discussions, questions were raised as to the adequacy of the Federal provision and as to the adequacy of the scope of materials produced for the education of the visually handicapped. In concise form these questions might be phrased, "What is an adequate amount of money per child to provide educational materials under the Act?" "Is the braille and large-type production adequate in terms of quantity, quality, and scope of such material?" "Are the provisions adequate for supplementary materials such as 'tangible apparatus' (maps, writing devices, mathematics devices, miscellaneous educational needs)?"

In an attempt to obtain a factual basis for answering such questions, it was suggested that a survey might be undertaken. The survey was initiated by the Department of HEW with the cooperation of the Printing House.

The purpose of the survey was to determine needs and costs. To this end it was considered best to attempt to obtain direct reactions primarily from classroom teachers. Their first-hand contact with the teaching situation, it was thought,

would put them in the best position to assess needs. To get frank responses, teachers were told they might remain anonymous if they wished. For information in the determination of costs, it was felt that administrative personnel of schools and classes would be the better resource.

Construction of the Questionnaire

In designing the instruments for obtaining these data, the survey was seen as an opportunity to obtain information on the quality of materials and the quality of services (cataloging, ordering procedures, informational service, etc.). The questions were designed to seek information on these factors in addition to information on needs and costs. Liberal provision was made in the questionnaires for general comments. Preliminary forms of the questions were presented to the faculty and staff of the Kentucky School for the Blind as a pilot project to evaluate the questions. This contributed much to improve wording and coverage in the questionnaire.

The Mailing List

The mailing list for the questionnaires to teachers was developed from the Printing House directory of schools and classes it serves, the membership list of the American Association of Instructors of the Blind, and a mailing list for its publication, the International Journal on the Education of the Blind. This list was used in lieu of any more complete list of teachers in schools and classes for the blind. The mailing list for the questionnaire to administrators was developed from the directory of schools and classes served by the Printing House. In addition, some interested educators known to the Printing House as being in universities and colleges were sent both questionnaires.

The preparation of questions to be included in both questionnaires was undertaken as a joint project of the Department of Health, Education, and Welfare personnel and the Printing House personnel. However, Questionnaire II was developed primarily by the HEW Department.

The original conception of the project included provision for a first-hand follow-up through visitation to some representative schools. This step has not been taken and no provision has been made for following through on it.

The teachers' questionnaire was sent out on May 9 and 10, with a covering letter. Unfortunately, these questionnaires were sent out second class mail and received very poor service from the postal department. Many were delayed to such an extent that they were not received until after the suggested date for their return. Furthermore, this was an unfortunate time for many school personnel, since the material reached them at one of their busiest times of the year. Two postal card follow-ups soliciting early replies were sent on May 29 and June 11. See APPENDIX I for sample questionnaire, covering letter, and follow-up cards.

The teachers' questionnaire, Questionnaire I, was sent to 1,331 people whose addresses were available. One hundred and forty-eight were known to be ineffective because of changed addresses, or because they were sent to people who were no longer in the work, or were sent to parents or non-teaching personnel, or the recipients returned blank questionnaires for other reasons.

The Response - Questionnaire I

The total response that can be accounted for was 613, or 46% of the 1,331 sent. Usable returns were received from 374 residential school personnel and from 91 public school personnel for a total of 465 usable responses. This 465 represents 35% of the 1,331 that were sent out. The usable returns of 465 represent 76% of the total returns of 613.

Fifty-one state residential, private or semi-private residential schools and adult agencies were represented by 374 teachers and 55 cities having public school classes were represented by 91 teachers contributing usable information. This represents 106 schools and classes and adult agencies, and a total of 465 teachers.

We are presently seeking data from a survey conducted by the Department of Labor Statistics and the American Foundation for the Blind that may help us determine to what extent the teachers who responded to this survey are representative of the total population of such teachers in this country. To this date these data are not available.

The Response - Questionnaire II

Questionnaire II, to administrators and heads of schools and classes was directed to 130 such persons. Eighty-five (65%) responses were received; 47 of 76 (62%) public school program administrators representing 330 full-time, 7 part-time, and a total of 337 teachers. They serve 1,364 qualifying children and 2,675 children with vision ranging between 20/200 and 20/70, or a total of 4,039 children. The 38 of 54 (70%) state residential, private, or semi-private residential schools and adult agencies represent 787 full-time, 89 part-time, and a total of 876 teachers serving 4,628 qualifying children, 397 with vision ranging between 20/200 and 20/70, or a total of 5,025 children.

The combined totals for Questionnaire II are from 85 administrators representing 1,114 full-time teachers, 96 part-time teachers, and a total of 1,211 teachers serving 5,992 qualifying children, 3,072 children with 20/200 to 20/70 vision, or a total of 9,064 children.

Brief General Summary and Comment on Questionnaire I.

This survey was undertaken to determine needs and costs for adequate materials for the education of visually handicapped children produced by the American Printing House under "the act to promote the education of the blind."

To determine needs and costs, the survey was designed to obtain information on the life, use, and desirability of materials.

In response to Questionnaire 1, braille materials are said to have physical lives ranging from 2.5 to 6.5 years. This life is said to be limited by wearing down of braille dots, wearing out of binding, paper, and children's treatment.

The life of braille materials in terms of up-to-dateness is said to range from 2 to 15 years, with an average of about 6 years.

Although the purpose of this question was almost solely to determine life to compute necessity and costs of replacement, interesting questions concerning quality are raised.

The Printing House has long held the view that young children and beginning braille readers should have fresh, new, and substantial materials for use in the early stages of their introduction to braille. It is known that new braille readers have a tendency to press too hard on the dots and it is expected that braille materials in the primary grades will not have the longevity that books for older children might be expected to have. The Printing House feels that the solution to this problem is not in attempts to extend the life of such books by strengthening dots or binding, but rather in frequent replacement. A strong, old book that is smudged, soiled, and sticky would be less appealing and motivating than a fresh, new book that was considered expendable in a shorter period of time. It has been felt that Printing House patrons concur in this view.

Information is not available to compare this "life" from the standpoint of "datedness" with the "life-datedness" of inkprint materials. The common conception, however, is that inkprint materials become dated very rapidly -- in much less time than 6 years. Whether or not this is an artifact created by publishers is an open question. It is to be remembered, however, that most braille materials are transcribed from inkprint materials and that a substantial portion of their "life" in terms of "datedness" would be "used up" by the time lag for transcribing into braille. This time lag is a function of inkprint-marketing time, braille-publications-committee-selection time, scheduling-transcribing-producing-distributing time, etc.

The question is raised as to whether the respondents to this questionnaire are basing their judgment of "life-datedness" on previous experience with braille materials or by comparison with comparable inkprint materials. Certainly, the time

lag mentioned above as characteristic of the history of braille production has had some conditioning effect on consumers of Printing House materials.

Perhaps the paramount question that is raised is "How much should attempts to lengthen physical life conform to the estimates of 'life-datedness'?" To put it another way, should the physical life of primary books (for example) be extended beyond 2.5 years in view of the rapidly changing presentation and format of the inkprint predecessor-counterpart, even though the survey suggests that their "datedness-life" is of the order of 6 years? The survey does not appear to contain the answers to this type of problem.

Much that has been said about braille publications also applies to large type. The physical life of large-type books varies little from that said to characterize braille books.

In dealing with questions of longevity of materials, economic considerations must be taken into account. Binding is frequently mentioned as a factor limiting the life of large-type books. Their awkward size, which creates handling problems for children, is largely determined by what it is economically sound to produce. One needs to know, therefore, the point of diminishing returns for dollars invested in lengthening physical life when "datedness" questions are taken into account. Certainly there is little value in effort to make books last longer than the material in them stays in date from the standpoint of current content and presentation.

Questions 3. and 4. The consideration of optimum service by the Printing House to those it serves is important to the administration of the Printing House for it is anxious to serve its patrons in every feasible way. It is known that those teaching visually handicapped children do not have available to them the wealth of materials available to teachers of the sighted. Many interested, creative, and competent teachers develop, prepare, and make available to their students many enriching materials. It is of interest to the Printing House to know how it might assist teaching personnel in these endeavors. This information has a direct bearing on needs and costs.

For this purpose, Questions 3. and 4. were included. Many valuable suggestions resulted. They reveal that the questions are of important concern to teachers. The suggestions stimulate the Printing House to further study of this problem to determine how best to meet these needs.

It is clear that current production emphasis first on basic and supplementary braille materials and then on basic and supplementary large-type materials, talking books and tangible apparatus, in that order, is the emphasis preferred by respondents.

Question 5. is another aimed at information on the desire for broadened service. Special areas are mentioned receiving little coverage now because of the dearth of inkprint materials in these areas, and because the Printing House retains no professional writers nor staff of editors.

The areas mentioned - braille reading readiness materials, materials for mentally retarded blind children, materials for braille arithmetic readiness - are very specialized. No simple transcription of inkprint materials meets the need. Only experienced and competent-authoritative writers not now available to the Printing House can meet this need. Herein, the survey reveals a need and suggests some facts about costs that need consideration.

Question 6. deals with the form -- braille, recorded, or large-type preferred for the production of resource materials (non-basic-text materials).

For this type of material, braille is again most preferred. Talking book recorded form is second choice. Large-type and tape-recorded form follow.

The interest in talking-book recorded form is notable since it is the form in which the least is done in the way of specially prepared materials for children and schools. The response suggests that consideration should be given to this medium for resource materials.

Question 7. As noted above, the Printing House production in braille, large-type, and recorded form usually has as its source regular inkprint publications. In most cases, this is considered completely appropriate with but minor editing, since visually handicapped children have the same needs, will live in the same communities, and want the same kinds of things as do sighted children.

There are, however, special needs of visually handicapped children not fully and adequately met through the adaptation of materials for the sighted. Braille reading requires some differentiation from inkprint reading -- it is tactual, not visual. Readiness for braille reading is very similar to readiness for inkprint reading. However, the materials for developing readiness for visual reading differ from those that can be used for tactual reading. Merely making inkprint line drawings in raised line form is often not sufficient. Previous research has established that raised line representations do not convey the same meanings as do their inkprint counterparts. Here then, are expressed some areas where Printing House service may be expanded to meet the needs.

Question 8. In recent years the Printing House has become increasingly aware that teachers would like to have materials that are somewhat "self-administering." In order to individualize instruction - an important principle in special education - children need work at which they can occupy themselves constructively with minimal supervision. This frees the teacher to individualize her work more. Such material is often in workbook form.

The existence of the problem is confirmed in the response to Question 8. Workbooks are desired for a wide range of subject matter in both braille and large type.

Question 9. The range of available "nationally distributed" periodicals for visually handicapped readers is extremely limited. To determine which such periodicals should be added to the restricted list now available, this question was included.

There is a strong interest on the part of respondents for more periodical literature. The range of suggestions is extremely broad. To attempt to make some available -- weekly, picture magazines for example -- seems unfeasible. However, many practical possibilities are suggested.

Question 10. seeks to discover how the Printing House might assist teachers to improve the use of certain educational materials. Special "manuals of instruction" for using certain materials with visually handicapped children might be of help. The need here is in part a function of limited professional training opportunities for teachers of the visually handicapped, "turnover" or lack of experience on the part of some teachers, and the addition of relatively new materials and devices.

There is a need for this type of special writing and publication in the field.

Question 11. A limited number of tests adapted for use with visually handicapped children are produced in braille. Such tests are presently limited to those that measure achievement. This is probably the one category of tests that can be adequately administered, scored, and interpreted by classroom teachers.

It seems doubtful that the Printing House should concern itself with the development of psychological tests. However, it seems appropriate to develop ways in which to improve Printing House services in producing achievement test material and preparing the test materials adequately developed by professional test-makers.

Question 12. merits inclusion and consideration since few other sources of games and leisure time activities are available. Since such devices make an educational contribution, and since the Printing House serves educational institutions (residential schools) that have responsibility for the leisure time as well as the education of their charges.

Questions 13. to 16. deal with equipment aside from braille and large-type books. How much such equipment is needed for each child? How long does it last? How many different devices are used or needed? Do the needs vary at different grade levels?

One brailewriter per child is requested by the majority of respondents for all the grades except the kindergarten.

Most respondents seem to feel that a brailewriter will last about 10 years.

The majority of respondents ask for one talking book reproducer per class for the kindergarten through the intermediate grades. Responses are about equally divided for one per class and one per student at the high school level.

Most respondents seem to feel that a talking book reproducer will last about 5 years.

Responses to Question 15. throws but little specific light on needs and costs for tangible apparatus. This situation exists because of the specialized nature of much of the tangible apparatus listed. That is, the devices have applications at various levels in school programs and for different subjects. When a music teacher responds that she does not use a Hoff Aid, this does not mean that the Hoff Aid is not necessary or desirable as a mathematics aid.

The majority of responses to Question 16. request that the Printing House produce models of many types. Other additions to tangible apparatus production that are sought are educational toys or games, special desks, a smaller relief globe, adapted equipment for multiple-handicapped children, and a variety of teaching aids for reading and arithmetic.

Questions 17. and 18. Since it is said that approximately 80% of those we call "blind" have some residual vision, and since ophthalmologists have recently increasingly suggested that use of residual vision may not be as harmful as once supposed, some thought has been given to materials that could be useful to so-called low-visioned children. Survey respondents would welcome a variety of such provision.

Identifying data for the respondents to the survey reveal that they serve more than 3,000 partially-seeing children. Realistic limitations on the amount of ink-print material that can be reproduced in large type suggest that a device that would enlarge and illuminate normal print adequately for partially-seeing children might help to meet the need for the variety of material that would be desirable. Although a commercial device of this type is available, its operation and cost make it but an imperfect solution. It might well be a legitimate undertaking of the Printing House to work toward the development of an improved device of this type. Most respondents to this question believe this to be true.

Question 19. concerns an area of importance to the visually handicapped, music. Many suggestions were contributed on ways in which respondents feel that Printing House service in supplying music might be improved. One of the most significant of these is the suggestion that music be produced in large type, a form of music not presently available.

The Printing House is concerned with the quality of its products and services. The survey seemed an appropriate time to get the opinions of those who use our facilities. Question 20. asked for specific reactions on the quality of Printing House products. Respondents were generous in their praise, and frank, fair, and constructive in their criticism.

Question 21. When a program has been in operation for seventy-seven years, it is possible to retain some products and services that have outlived their optimum usefulness. This question sought the help of respondents in determining if there were any such, and if they could be dropped without detriment to the program.

Question 22. The Printing House conducts most of its business by mail-order means. This entails an active program to keep patrons informed as to goods, services, prices, and deliveries. Although it is not always within the control of the Printing House to see that its informational services get to the people who want and need them most, this question asked for suggestions on improving in this respect. Perhaps one of the clearest results of the survey is the desire for direct contact with teachers through catalog and informational materials. The merit of this request is emphasized by the evidence of unwitting ignorance on the part of some respondents regarding Printing House functions, products, and services.

Question 23. The last item in the survey was not a question at all. It was a request. It was included to give respondents opportunity to say whatever they might feel -- especially if provision had not previously been made for making such comment.

A wealth of subjective, essay-type responses were received. Many are complimentary. Some express some dissatisfaction. Many contain valuable suggestions. Aside from the value of suggestions that are included, the response suggests that those who contributed are appreciative of the opportunity to communicate their feelings to the Printing House "with no holds barred."

QUESTIONNAIRE II

Analysis of Responses

QUESTION 1.

Do you consider the current Federal per-capita allotment for instructional materials from the Printing House adequate, too much, too little?

	<u>Public School</u>	<u>%</u>	<u>Residential</u>	<u>%</u>	<u>Total</u>	<u>%</u>
Adequate	21	45	5	13	26	31
Too much	0	0	0	0	0	0
Too little	19	40	32	84	51	60
No answer	2	6	1	3	4	4+
Don't know	5	9	0	0	4	5
Totals	<u>47</u>		<u>38</u>		<u>85</u>	

There seems to be a wide divergence in opinions between public school and residential school respondents. Analysis of the comments accompanying this question throws some light on the answers.

One respondent checking "adequate" said, "with supplements from community organizations." Another said, "Perhaps I'll change my mind with more experience." ("This class was started last fall with four students at Grade 1, only.") Another respondent commented, "Since our enrollment increased, this (adequate) has been true. When it was smaller, we found it difficult to provide for all the needs of the children. We still supplement the quota with local funds for materials not available through the quota." Another respondent says, "While I haven't used my allotment, I would like to accumulate so that I could buy maps at the end of several years." This respondent goes on to answer Question 2. by saying, "Fifteen to twenty dollars would be all right for my needs." This respondent is probably not aware that about \$30 per child is already available. Another respondent answering "adequate" comments, "The greater amount of books, etc., we use come from private sources."

The "Don't know" responses came from administrative personnel in public school classes. They were accompanied by such comments as "Our program is new," "Don't know - have only been in operation two years," "Not enough experience in program

QUESTION 2.

How much do you think it should be? (Per school year in dollars.)

Responses to this question indicate some ignorance as to how much the current per-capita allotment is. They also suggest some unrealistic thinking as to what it should be. The nineteen "No answer" and "Don't know" responses are in part the result of new public school classes. However, seven such responses come from residential schools. The extremes of amounts suggested probably make the median figure more realistic than the averages or modes.

<u>Public School</u>		<u>Residential School</u>		<u>Total</u>	
Amount	Responses	Amount	Responses	Amount	Responses
\$15-20	1	\$25-30	1	\$15-20	1
20	1	30	4	20	1
35	1	35	3	25-30	1
45	3	40	8	30	4
50	3	45	2	35	4
60	1	45-50	1	40	8
80	1	50	8	45	5
85	1	50-60	1	45-50	1
100	1	60	1	50	11
200	1	66	1	50-60	1
		100	1	60	2
				60	1
				80	1
				85	1
				100	2
				200	1
				Total	45

<u>Range:</u>	\$15-200	\$25-100	\$15-200
<u>Median:</u>	\$50	\$40	\$45
<u>Modes:</u>	\$45 and 50	\$40 and 50	\$50
<u>Average:</u>	\$63.00	\$45.00	\$50.52

Don't know	14	1	15
No answer	14	5	19
Larger	1		1
Varies	1	1	2
Costs plus	1		1
As much			
as possible	1		1
Adequate now	1		1

Analysis of responses to question two shows that the amount respondents think should be provided is related to the number of children qualifying for quota funds.

	\$45 or less requested			More than \$45 requested		
	P. S.	Res.	Total	P. S.	Res.	Total
Fewer than 130 qualifying children	4	6	10	9	8	17
More than 130 qualifying children	1	11	12	2	5	7

Eight schools and seven classes, seventeen in all, having less than 130 qualifying children ask for more than \$45 per pupil.

Six schools and four classes, ten in all, having less than 130 qualifying children ask for \$45 or less.

Five schools and two classes, seven in all, having more than 130 qualifying children ask for more than \$45.

Eleven schools and one class, twelve in all, having more than 130 qualifying children ask for \$45 or less.

QUESTION 3.

If you do not know how much, how do you suggest that the appropriate amount could be determined?

This is undoubtedly a difficult question for anyone to answer. It would certainly be especially difficult for people newly participating in the program or not closely involved in it. No strong preference for any method of determining the appropriate amount is suggested by the respondents.

	<u>Public Schools</u>	<u>Residential Schools</u>	<u>Total</u>
No answer	23	27	50
Don't know	6	1	7
No	3	0	3
Survey	2	2	4
Per-capita	2	5	7
Costs-plus basis	1	1	2
Estimate	3	0	3
Previous experience	3	0	3
Improved distribution	1	0	1
Consider location	1	0	1
Conference	1	0	1
Varies	1	0	1
Formula	0	1	1
Tie to cost- f-living index	0	1	1

QUESTION 4.

What is your estimate of the amount of money per student required for adequate books and other teaching materials? The answer to this question should not take into consideration either the present Federal per-capita allotment or the availability or non-availability of state, local, or private funds.

It is surprising to find such wide variance in response to this question. Whether or not respondents have interpreted the question differently is not known. Nor is it known whether differences in the type of program or curriculum could result in such wide differences.

Again, the extremes are better represented by the median figures rather than the average figures.

It is difficult to understand why the central tendencies of public school responses are greater than those of residential school responses, since in public school programs children are more or less integrated in at least some parts of the regular public school program. However, it may be assumed that the utilization of large and costly equipment is spread and can be pre-rated among larger numbers of children more centrally located in residential schools.

(continued)

(Question 4.) (continued)

(What is your estimate of the amount of money per student required for adequate books and other teaching materials? The answer to this question should not take into consideration either the present Federal per-capita allotment or the availability or non-availability of state, local, or private funds.)

	<u>Public School</u>	<u>Residential Schools</u>	<u>Total</u>
No answer	13	6	19
Don't know	7	2	9
\$15	1	0	1
25	2	0	2
25 - 30	1	1	2
30	1	1	2
35	1	1	2
30 - 60	0	1	1
35 - 40	1	0	1
40	1	1	2
50	3	8	11
55	2	0	2
60	2	4	6
65	1	0	1
60 - 75	1	0	1
65 - 75	0	1	1
75	4	0	4
75 - 80	0	1	1
80	0	1	1
75 - 100	1	3	4
90	1	0	1
100	1	2	3
140	1	0	1
144	1	0	1
200 - 350	1	0	1
Other	0	5	5
<u>Range:</u>	\$15 - \$350	\$25 - \$100	\$15 - \$350
<u>Median:</u>	\$57.50	\$50.00	\$60.00
<u>Modes:</u>	\$75.00	\$50.00	\$50.00
<u>Average:</u>	\$77.93	\$60.30	\$65.22

QUESTION 5.

Would you favor some formula for apportioning the funds among children at different grade levels rather than on a straight per-capita basis?

The differences between public school and residential school in responses favoring a formula suggested in the question may result from differences in responsibility for children. Whereas the residential school is likely to be responsible for the education of children from grades one to twelve, or at least grades one to eight or ten, public school respondents may only be responsible for children in some part of a 6-3-3 or 8-4 plan. The latter then would more likely want different grade levels given more consideration. Residential school people can buy materials for any level with per-capita funds available from children over a wider spread of grades.

	<u>Public School</u>		<u>Residential School</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
No answer	8	17%	3	8%	11	13%
Don't know	1	2%	1	2½%	2	2%
Yes	26	55%	7	18%	33	39%
No	12	26%	26	69%	38	45%
Yes and No	0	0%	1	2½%	1	2%
Totals	47		38		85	

QUESTION 6.

Would you favor some formula for apportioning the funds so that the total share of small schools would be more commensurate with that of larger schools?

Residential respondents are more definite in their answers. The majority of both types of respondents favor some way of apportioning the funds more equitably. The smaller proportion of residential respondents favoring this idea could result entirely from the fact that since they are larger they have least to gain. The proportion of "Yes" and "No" responses from the public schools suggests that if the 32% who gave no answer or responded "Don't know" were more interested or better informed the number of "Yes" answers would be significantly increased.

	<u>Public School</u>		<u>Residential School</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
No answer	8	17%	6	16%	14	17%
Don't know	7	15%	0	0%	7	8%
Yes	27	57%	18	47%	45	53%
No	5	11%	14	37%	19	22%
Totals	<u>47</u>		<u>38</u>		<u>85</u>	

QUESTION 7.

How much has your school expended in each of the past four years (1952-53, 1953-54, 1954-55, 1955-56) from its own funds for instructional materials of various kinds? What types of materials, principally, were these funds expended for?

Residential Schools: (samples)

\$ 223.50	Primary equipment.
890.00	Bought some brailiewriters and craft materials.
205.00	Crafts and Primary equipment.
158.60	Primary equipment.
\$ 750.00	Typewriters, desks, paper, print books, etc.
750.00	
1,000.00	
1,000.00	
\$ 1,000.00	Supplies.
1,000.00	
1,000.00	
1,000.00	
\$ 2,490.31	(1) Paper and other educational supplies; (2) Print music,
1,926.79	and instruments; (3) Boys' and Girls' Industrial Supplies
2,849.95	and Equipment, (4) Repair of educational equipment;
3,000.00	(5) Food for animals at our nature study farm-camp.
\$ 3,781.80	Educational supplies. (This does not include equipment.)
3,873.92	
3,175.26	
3,444.52	
\$ 5,000.00	Books, magazines, maps, brailiewriters, paper, pencils,
6,000.00	tape recordings, records, movies, films, slides, etc.
6,000.00	
7,000.00	
\$ 9,969.48 (Private)	Literary Expense (46% classroom supplies and equipment,
	brailiers, new equipment.)
7,101.80	Industrial Arts Expense (new equipment).
11,214.52	Music Expense (organ tuning and repair, new equipment).
6,973.50	D-B Expense (new equipment).

(Question 7.) (continued)

Public Schools: (samples)

\$ 85.76	Special toys, books, general and storeroom supplies.
53.43	Special toys, paper flash cards and storeroom supplies.
(42.12	Special books, paper, toys, and storeroom supplies,
	4 Perkins brailers, and slates.
97.87	Special books, recordings and storeroom supplies.
\$ 130.00	Supplies (braille paper, games, scissors, paste, cloth,
130.00	food stuffs, needles, construction and
130.00	crepe paper).
130.00	50 print books for four years.
\$ 765.25	Partial expense. Items used also by sighted children
183.60	not included.
225.23	
\$ 2,729.80	Special supplies and special equipment.
36.40	
959.39	
\$ 5,000.00	(Approximate.) Braillewriters, sound recorders, desks,
6,000.00	records, binding braille - science, mathematics, home
4,000.00	economics, etc., equipment, special appliances, large
8,000.00	type, etc., typewriters.
\$10,876.00	The amount of wages paid to the clerks employed in the
11,136.00	sight conservation department, figured according to the
11,996.00	time spent in preparing braille and clear-type books.
\$17,464.39	Braille paper, art materials, sewing materials, weaving
19,944.51	materials, typewriters, braillewriters, large-print texts,
19,513.71	eye models, photometers, reading stands, head-phones,
16,871.14	magnifiers, tape recorders, and tapes.

QUESTION 7.

Do you look to the American Printing House to furnish all of your instructional materials for children coming within the accepted definition of blindness?

It is clear that respondents neither look to nor expect the Printing House to furnish all the instructional materials.

	<u>Public School</u>		<u>Residential School</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
No answer	3	6%	1	3%	4	4%
Yes	8	17%	5	13%	13	16%
No	36	77%	32	81%	68	80%
Totals	<u>47</u>		<u>38</u>		<u>85</u>	

QUESTIONS.

Do you have any other suggestion with respect to the re-distribution of current aid or with respect to the financing of instructional materials in the light of present pilotage?

	<u>Public School</u>		<u>Residential School</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
No answer	14	30%	13	34%	27	32%
Yes	7	15%	12	32%	19	22%
No	22	47%	13	34%	35	41%
Others	4	8%	0	0%	4	4%
Totals	47		38		85	

(continued)